North Scott Community School District

ANNUAL PROGRESS REPORT

1999 - 2000

North Scott Community School District
Annual Progress Report
1999-2000

North Scott Board of Directors
Reporting to Our Community

Jack Hill, President
Virginia Kelly, Vice-President
Steve Abney • Marcia Boeding • Rex Masterson • Jerry Mohr • Dennis Strobbe

Dr. Pascal V. DeLuca, Superintendent of Schools

The North Scott Community School District is governed by a board of directors, elected by the public. The board of directors is responsible for determining policies, setting the budget and maintaining standards of excellence in education on behalf of the community. Board members are elected by North Scott voters for three-year terms. All North Scott board members are committed to their own lifelong learning and are regular participants in training through the Iowa Association of School Boards.

We welcome your comments!

This community report was prepared by the North Scott Community School District. To receive additional copies, or for more information about anything in this report, or to comment, call 319-285-3101.

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Curriculum Director	Cindy VanDeWalle	319-285-3428
North Scott High School 200 S. 1st Street Eldridge, IA 52748	Principal, Nick Hobbs Associate Principal, Frank Wood Associate Principal, Dennis Johnson	319-285-3201
North Scott Junior High 502 S. 5th Street Eldridge, IA 52748	Principal, Dave Griffin	319-285-3416
Neil Armstrong Elementary 212 S. Parkview Drive Eldridge, IA 52748	Principal, Curtis Rheingans	319-285-8223
John Glenn Elementary 308 N. Main Donahue, IA 52746	Principal, C. J. Albertson	319-282-9627
Virgil Grissom Elementary 500 Lost Grove Road Princeton, IA 52768	Principal, Jim Pfaff	319-289-4404
Alan Shepard Elementary 220 W. Grove Street Long Grove, IA 52756	Principal, Dr. Sharon Schnoor	319-285-8041
Edward White Elementary 121 S. 5th Street Eldridge, IA 52748	Principal, John Langenhan	319-285-4544

Mission Statement

The mission of the North Scott Community School District, a unique blend of rural and metropolitan opportunities, is to produce graduates with the capacity to be successful in a changing world by incorporating abundant resources and offering a broad-based curriculum in a respectful, safe environment.

District Beliefs

We believe moral and ethical values are essential.
We believe all people have the right to express their opinion safely.
We believe all people have value and should be treated with respect.
We believe success is best achieved in a respectful, safe environment.
We believe the ability and willingness to change are essential to growth.
We believe persistent effort is essential for maximum personal achievement.
We believe the family is the foundation for the development of the individual.
We believe all people can develop to their full potential when given the appropriate opportunities.
We believe learning is a lifelong process essential for personal fulfillment and a productive, democratic society.
We believe learning is best achieved when families, staff and students work together within a supportive community.

Guiding Behaviors

We will never lose sight of the interests, needs and well-being of the individual.
We will never engage in an activity that results in disrespect or discrimination of any individual.

Student Learning Goals

North Scott graduates will:

- possess a basic core of knowledge.
- demonstrate personal responsibility.
- communicate effectively.
- demonstrate social and civic responsibility.
- demonstrate self-directed life-long learning.
- use complex thinking to solve problems and make decisions.
- work well on a team.
- use technology effectively.
- think creatively.

Long-Range Goals

All students will demonstrate progress in their reading performance.
All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems.
All students will demonstrate progress in their ability to use science inquiry skills to understand their world.
All students will demonstrate progress in their personal, social, and civic responsibilities.
All students will progress in their readiness for employability in an ever changing world.

North Scott Community Schools
AT A GLANCE

Enrollment:

North Scott High School	985
North Scott Junior High	516
Neil Armstrong Elementary	325
John Glenn Elementary	284
Virgil Grissom Elementary	270
Alan Shepard Elementary	305
Edward White Elementary	378
Total	**3,063**

Results for the Class of 2000

Completion of a Core Program

Students who complete a rigorous program of required and elective courses in core areas generally score substantially higher on college entrance exams. A core program is defined as four years of English/language arts and three or more years each of mathematics and science. Of North Scott's 225 graduates in the class of 2000, 58.2 percent completed a core program; 41.8 percent did not.

Graduates Who Intend to Pursue Postsecondary Education/Training

Intend to Pursue	81 percent
Do not intend to pursue	19 percent

College Entrance Scores

The American College Testing (ACT) exam is the usual college entrance exam taken by students who intend to go to college. A score of 20 or high on the 36-point scale for the test indicates probable success in college. Students usually take the ACT exam during their junior year in high school. In 1999-2000, 201 North Scott High School students took the test.

Scoring 20 or higher	70 percent	141 students
Scoring below 20	30 percent	60 students

Follow-Up: Results for the Class of 1999

1999 graduates of North Scott High School were surveyed in May 2000. Graduates completing the survey reported the following activities:

Attending postsecondary school/training	75.8%
Employed	19.0%
In the military	1.8%
Unemployed	.4%
Unknown	3.0%

Dropout Rates, 1999-2000

Of the 985 students in grades 9-12 in 1999-2000, 19 students (1.9 percent) dropped out during the academic year. There are no dropouts in grades 7-8. The North Scott district offers additional assistance to students who are considered at-risk of dropping out through programs in grades K-12.

Dropouts	Number
Male	9
Female	10
White	16
Minority	3
Students with IEPs*	3
Students without IEPs	16

** IEPs are individual education plans developed for students receiving special education services*

Achievement in the Basics

The North Scott Community School District uses the Iowa Tests of Basic Skills (grades 1-8) and Iowa Tests of Educational Development (grades 9 and 11) as an accountability and improvement measure at the district level. For accountability to the North Scott community, we report achievement test results in reading and math at grades 4, 8 and 11, and in science in grades 8 and 11.

Testing experts stress that achievement data is best used to identify areas of strength and weakness for individual students and classes, and to measure growth. Because of the way tests are designed and demographic factors that influence results, standardized test scores alone are not a reliable method for comparing teachers, schools or districts. The development of a variety of assessments is in progress.

North Scott teachers and administrators use test data in planning curriculum, developing school improvement plans, and making instructional decisions in the classroom. The district focuses on improvement goals, including looking at the percent of students showing a year's growth in reading and math. The district's ultimate goal is for all students to demonstrate a year's growth.

Achievement Highlights

- Reading: 86 percent of fourth graders, 70 percent of eighth graders and 72 percent of 11th graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills/Iowa Tests of Educational Development.
- Math: 87 percent of fourth graders, 78 percent of eighth graders and 77 percent of 11th graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills/Iowa Tests of Educational Development.
- Science: 65 percent of 8th graders and 65 percent of 11th graders are proficient or advanced in performance based on the Iowa Tests of Basic Skills/Iowa Tests of Educational Development.
- Subgroup Achievement: There are differences in achievement among those students in the low socio-economic subgroup and those that are not. The district is taking various steps to ensure equity of achievement.

Progress Made on Early Intervention/Class Size Reduction Goals

1. A formalized action plan for staff development in current best practices in reading was developed and implemented during the 1999-2000 school year at Virgil Grissom Elementary School. All teachers who teach reading were involved in the study group and participated in the activities. The study group used the materials from CIERA *Every Child a Reader* as a basis for the study group. In addition, the 4-Block Literacy Model was studied. Each teacher has developed an individual action plan using strategies discussed in the study group to implement in the classroom during the 2000-2001 school year.

2. The Mississippi Bend AEA Reading Recovery Leader and Trainer served first grade students at Virgil Grissom Elementary School during the 1999-2000 school year. These services were provided in addition to the Reading Recovery activities provided to students by Grissom's Title I/Reading Recovery teacher.

3. John Glenn Elementary began the first of a two-year Goals 2000 Early Literacy Development Grant as a consortium with five other schools within the MBAEA. The kindergarten, first grade and Title I/Reading Recovery teachers received training in administering a variety of reading assessments including the Early Literacy Advisor, running records, and Marie Clay's Observation Survey. Baseline data was collected on students. The grant will be expanded to second and third grade next year during the 2000-2001 school year.

4. The district provided professional development opportunities to K-3 staff in a variety of ways. In addition to the inservice provided to Glenn and Grissom staffs, district teachers were able to participate in a district-wide "Balanced Literacy" study group. Approximately 25 teachers participated in the study group which met throughout the school year.

5. Data on progress the district has made toward its annual improvement goal that all students will demonstrate a year's growth on the ITBS/ITED tests in reading and math is available in the Annual Progress Report.

6. 26 of 44 K-3 classes (59%) met the guidelines of 18 or fewer students per classroom in the 1999-2000 school year.

7. In the spring of 2000 diagnostic reading assessments were given to all students in grades K-3. At kindergarten the *Early Literacy Advisor* assessment was used with a sampling of students and the Metropolitan was given to all students. The Marie Clay Observation Survey was used at first grade and the *Developmental Reading Assessment* was used at both second and third grade.

Reading

Reading is an essential skill all students require for success. The North Scott Community School District strives to ensure that all students learn to read well.

Examples of efforts to support reading achievement include:

- Staff development to help teachers improve their skills in teaching reading.
- Summer Reading Clinic to provide additional instruction for students in grades 1-3 reading below grade level.
- Investments in quality fiction and nonfiction literature for classrooms and school libraries.
- Reduced class sizes in grades K-3.

Long-Range Goal:

All students will demonstrate progress in their reading performance

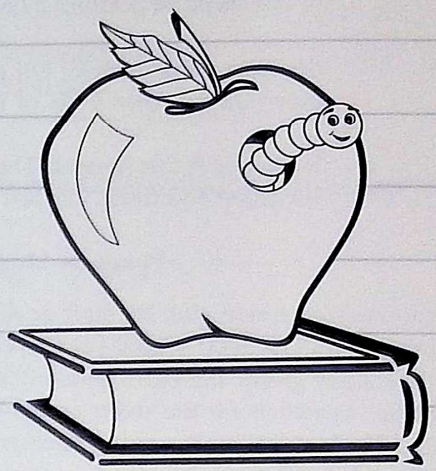
Annual Improvement Goal for 1999-2000:

All students will show a year's growth in reading, as measured on the ITBS/ITED reading test.

Progress Toward Annual Goal

Reading

Gr in 99-00	% of students in 98-99	99-00
3rd Grade	77%	66%
4th Grade	86%	79%
5th Grade	85%	72%
6th Grade	75%	82%
7th Grade	88%	74%
8th Grade	73%	75%
9th Grade	67%	83%
10th Grade	83%	NA
11th Grade	73%	78%



Report:

We did not meet the annual improvement goal on this measure. There was an increased percentage of students showing a year's growth in reading in grades 6, 8, 9, and 11. We will continue to track this goal.

Annual Improvement Goals for 2000-2001

1.1 We will increase the percentage of students who demonstrate a year's growth on a standardized reading comprehension test to be determined by the district.

1.2 We will increase the percentage of students scoring a five or higher on the Work Keys "Reading for Information" assessment.

1.3 We will increase the percentage of graduating seniors who have taken four years of language arts.

Action Plan to Meet the Goal:

Specific action plans for each of the above goals are described in the North Scott Comprehensive School Improvement Plan. In addition, data has been collected on each student and will be made available to classroom teachers so appropriate interventions can be developed for those students not showing adequate growth.

Reading Proficiency

Students who are in the intermediate or high achievement levels on the ITBS and the ITED.

Grade	% Proficient in 1999-2000
4	85.7%
8	70.2%
12	72.1%

North Scott Reading Trends Using Two-Year Averages
ITBS Reading Comprehension and ITED Content Area Reading

4th Grade
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1996-98	18.2%	64.5%	17.3%
1997-99	21.7%	58.4%	19.9%
1998-00	16.4%	60.4%	23.2%
National Average	40%	50%	10%
Iowa Average	32%	53%	15%

8th Grade
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1996-98	21.1%	63.7%	15.2%
1997-99	29.3%	55.7%	15.0%
1998-00	30.3%	53.7%	16.0%
National Average	40%	50%	10%
Iowa Average	28%	57%	15%

11th Grade
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1996-98	30.8%	55.1%	18.1%
1997-99	26.8%	53.0%	20.2%
1998-00	27.8%	56.7%	15.5%
National Average	40%	50%	10%
Iowa Average	24%	57%	19%

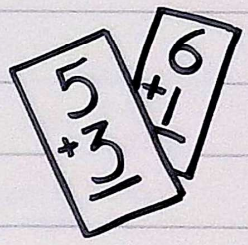
- More North Scott 4th, 8th, and 11th graders scored at the intermediate or high achievement levels than students nationally.
- More North Scott 4th graders scored in the high achievement level compared to Iowa 4th graders.
- For the last two-year average, the percentage of 8th and 11th grade students scoring in the low achievement level has increased.

Math

Math is an essential skill all students require for success. At North Scott we strive to build students' math skills each year, as students progress through more complex mathematical concepts, including those that serve as a foundation for careers in science, engineering and technology.

Examples of efforts to support math achievement include:

- District purchase of new K-6 mathematics program for 2000-2001.
- Increased emphasis on teaching problem solving strategies at all grade levels.
- Increased efforts to demonstrate the need for math for all students as life-long learners.



Long-Range Goal:

All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems.

Annual Improvement Goal for 1999-2000:
All students will demonstrate a year's growth in mathematics, as measured on the ITBS/ITED math test.

Gr in 99-00	Math % of students in 98-99	99-00
3rd Grade	66%	84%
4th Grade	80%	77%
5th Grade	79%	75%
6th Grade	85%	75%
7th Grade	77%	78%
8th Grade	71%	74%
9th Grade	67%	87%
10th Grade	87%	NA
11th Grade	77%	71%

Report:
We did not meet the annual improvement goal on this measure. There was an increased percentage of students showing a year's growth in mathematics in grades 3, 7, 8, and 9. We will continue to track this goal.

Annual Improvement Goals for 2000-2001

- We will increase the percentage of students who demonstrate a year's growth on a standardized math test to be determined by the district.
- We will increase the percentage of 4th and 8th grade students who achieve the problem solving standards as measured by the New Standards Math Reference Exam.
- We will increase the percentage of graduating seniors who have taken three or more years of mathematics.

Action Plan to Meet the Goal:
Specific action plans for each of the above goals are described in the North Scott Comprehensive School Improvement Plan. In addition, data has been collected on each student and will be made available to classroom teachers so appropriate interventions can be developed for those students not showing adequate growth.

Math Proficiency
Students who are in the intermediate or high achievement levels on the ITBS and the ITED.

Grade	% Proficient in 1999-2000
4	87.0%
8	78.2%
11	76.7%

North Scott Math Trends Using Two Year Averages
ITBS Mathematics Total and ITED Quantitative Thinking

4th Grade
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1996-98	13.5%	68.6%	17.9%
1997-99	16.1%	64.7%	19.2%
1998-00	13.0%	65.8%	21.2%
National Average	40%	50%	10%
Iowa Average	28%	56%	16%

8th Grade

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1996-98	15.5%	65.6%	18.9%
1997-99	19.7%	58.2%	22.1%
1998-00	19.2%	56.9%	23.9%
National Average	40%	50%	10%
Iowa Average	25%	57%	18%

11th Grade

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1996-98	13.6%	59.7%	26.7%
1997-99	12.2%	58.4%	29.4%
1998-00	17.6%	53.3%	29.1%
National Average	40%	50%	10%
Iowa Average	19%	54%	27%

- More North Scott 4th, 8th, and 11th graders scored at the intermediate or high achievement levels than students nationally.
- At grades 4, 8, and 11 two year averages indicate that fewer North Scott students perform in the low achievement level compared to other students in Iowa.
- At grades 4, 8, and 11 North Scott students scored at comparable or higher levels in the high achievement level compared to other students in Iowa.

Reading and Math Results by Category

The information provided above presents an overall picture of student achievement in reading and math. It is also important to look at results broken down by sub-categories of gender, socio-economic status, and those students with IEPs. Although the district tracks achievement of all of our students, we only report data on subgroups when the numbers in those groups are large enough to maintain confidentiality.

Results by Gender:

4th Grade Reading

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Females	14.2%	50.4%	35.4%
Males	22.4%	60.0%	17.6%
1999-00			
Females	9.8%	62.7%	27.5%
Males	17.8%	67.4%	14.8%

4th Grade Math

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Females	11.5%	62.8%	25.7%
Males	14.4%	63.2%	22.4%
1999-00			
Females	12.7%	72.5%	14.8%
Males	13.1%	65.4%	21.5%

8th Grade Reading

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Females	25.2%	52.6%	22.2%
Males	37.0%	48.7%	14.3%
1999-00			
Females	25.2%	59.7%	15.1%
Males	34.7%	53.7%	11.6%

8th Grade Math

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Females	14.8%	55.6%	29.6%
Males	18.5%	58.8%	22.7%
1999-00			
Females	20.8%	62.5%	16.7%
Males	23.1%	51.3%	25.6%

11th Grade Reading

Percent of Students in Each ITED Achievement Level

	Low	Intermediate	High
1998-99			
Females	22.8%	56.5%	20.7%
Males	32.5%	54.2%	13.3%
1999-00			
Females	23.5%	63.5%	13.0%
Males	33.0%	52.4%	14.6%

11th Grade Math

Percent of Students in Each ITED Achievement Level

	Low	Intermediate	High
1998-99			
Females	26.1%	60.9%	13.0%
Males	10.7%	61.9%	27.4%
1999-00			
Females	24.3%	51.3%	24.4%
Males	22.1%	38.5%	39.4%

- In the area of reading it appears that there are significantly more males than females scoring in the low achievement level. The percentage of males scoring in the high achievement level remains relatively stable.
- In the area of math there is less variability between males and females. However, at the high achievement level at 11th grade there is a significant difference between the males and females with a higher percentage of males scoring in the high level.

Results by Socio-Economic Status:
Socio-economic status is determined by participation in free and/or reduced (F/R) lunch program. Approximately 15.2% of the students in the district qualify for F/R lunch.

4th Grade Reading
Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Students on F/R	31.9%	59.6%	8.5%
Students not on F/R	11.6%	63.9%	24.5%
1999-00			
Students on F/R	23.5%	67.6%	8.9%
Students not on F/R	11.6%	63.9%	24.5%

8th Grade Reading
Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Students on F/R	58.7%	26.1%	15.2%
Students not on F/R	20.7%	59.1%	20.2%
1999-00			
Students on F/R	46.7%	46.6%	6.7%
Students not on F/R	27.4%	58.0%	14.6%

11th Grade Reading
Percent of Students in Each ITED Achievement Level

	Low	Intermediate	High
1998-99			
Students on F/R	30.0%	60.0%	10.0%
Students not on F/R	19.0%	66.0%	15.0%
1999-00			
Students on F/R	38.5%	61.5%	0%
Students not on F/R	26.6%	58.6%	14.8%

4th Grade Math
Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Students on F/R	27.7%	61.7%	10.6%
Students not on F/R	9.4%	63.4%	27.2%
1999-00			
Students on F/R	29.4%	53.0%	17.6%
Students not on F/R	7.7%	71.8%	20.5%

8th Grade Math

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99			
Students on F/R	30.7%	63.0%	6.3%
Students not on F/R	17.4%	39.1%	43.5%
1999-00			
Students on F/R	36.7%	53.3%	10.0%
Students not on F/R	19.7%	57.3%	23.0%

11th Grade Math

Percent of Students in Each ITED Achievement Level

	Low	Intermediate	High
1998-99			
Students on F/R	30.0%	40.0%	30.0%
Students not on F/R	12.0%	62.0%	26.0%
1999-00			
Students on F/R	15.4%	61.5%	23.1%
Students not on F/R	24.0%	43.6%	32.4%

In both reading and mathematics more students on free/reduced lunch score in the low achievement level than those students who do not receive free/reduced lunch. North Scott is developing interventions in a variety of programs to assist those students performing in the low achievement level.

Students with IEPs:

4th Grade Reading

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99	35%	55%	10%
1999-00	38%	52%	10%

8th Grade Reading

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99	85%	15%	0%
1999-00	53%	40%	7%

11th Grade Reading

Percent of Students in Each ITED Achievement Level

	Low	Intermediate	High
1999-00	53%	40%	7%

4th Grade Math

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99	40%	50%	10%
1999-00	45%	55%	0%

8th Grade Math

Percent of Students in Each ITBS Achievement Level

	Low	Intermediate	High
1998-99	72%	24%	4%
1999-00	60%	33%	7%

11th Grade Math

Percent of Students in Each ITED Achievement Level

	Low	Intermediate	High
1999-00	60%	40%	0%

Students with IEPs score in the low achievement level at a much higher rate than the district average.

Science

The North Scott school district has focused on reporting data to the community on reading and mathematics. The teaching of science is also important to our district and we are still developing our ability to report valid data on science to our community. Our plans are to develop additional assessments and expand the reporting in future years.

Long Range Goal:

All students will demonstrate progress in their ability to use science inquiry skills to understand their world.

Report: 2000-2001 is our first year for the science annual improvement goals.

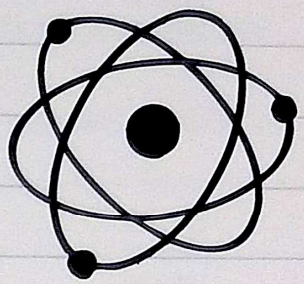
Annual Improvement Goals for 2000-2001:

- We will determine the percentage of students in grades 8 and 11 who are proficient in the use of scientific inquiry strategies as demonstrated on a performance assessment.
- We will increase the percentage of graduating seniors who have taken three or more years of science.

Science Proficiency

Students who are in the intermediate or high achievement levels on the ITBS and the ITED.

Grade	% Proficient in 1999-2000
8	65%
11	65%



North Scott ITBS and ITED Science Baseline
1999-2000
(with National Comparison)

Percent of Students at Each Achievement Level

	Low	Intermediate	High
US (1992)	40%	50%	10%
NS 8th grade	35%	54%	11%
NS 11th grade	35%	47%	18%

- The average percentile rank score for North Scott 8th graders was 52% compared to the nation and 40% compared to Iowa students, indicating that our district's average score is about the same as the national average and below the state's average.
- The average percentile rank score for North Scott 11th graders was 60% compared to the nation and 37% compared to Iowa students, indicating that our district's average score is above the national average and below the state's average.

Building Reports - 4th Grade Three Year Trends ITBS

Neil Armstrong

Reading Comprehension

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	35.6	55.5	8.9
1998-99	16.3	58.1	25.6
1999-00	8.2	67.3	24.5

Mathematics Total

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	20.8	66.7	12.5
1998-99	14.0	65.1	20.9
1999-00	12.0	78.0	10.0

John Glenn

Reading Comprehension

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	22.5	65.0	12.5
1998-99	20.0	50.0	30.0
1999-00	16.7	69.0	14.3

Mathematics Total

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	12.5	60.0	27.5
1998-99	20.0	56.0	24.0
1999-00	19.1	69.0	11.9

Virgil Grissom

Reading Comprehension

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	37.8	54.1	8.1
1998-99	31.7	58.5	9.8
1999-00	20.9	62.8	16.3

Mathematics Total

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	35.1	62.2	2.7
1998-99	14.6	70.7	14.7
1999-00	14.0	65.1	20.9

Alan Shepard

Reading Comprehension

Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	10.2	67.3	22.5
1998-99	10.4	54.2	35.4
1999-00	11.9	76.2	11.9

Mathematics Total
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	8.2	73.4	18.4
1998-99	14.5	56.3	29.2
1999-00	7.1	61.9	31.0

Ed White

Reading Comprehension
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	21.7	63.0	15.3
1998-99	16.1	57.1	26.8
1999-00	14.5	54.6	30.9

Mathematics Total
Percent of Students in Each Achievement Level

	Low	Intermediate	High
1997-98	21.7	67.4	10.9
1998-99	3.6	67.8	28.6
1999-00	12.7	67.3	20.0

Progress with the Use of Technology

Proficiency in technology is a basic skill for students in the 21st century. The North Scott School district's technology plan ensures that students will have the skills for success.

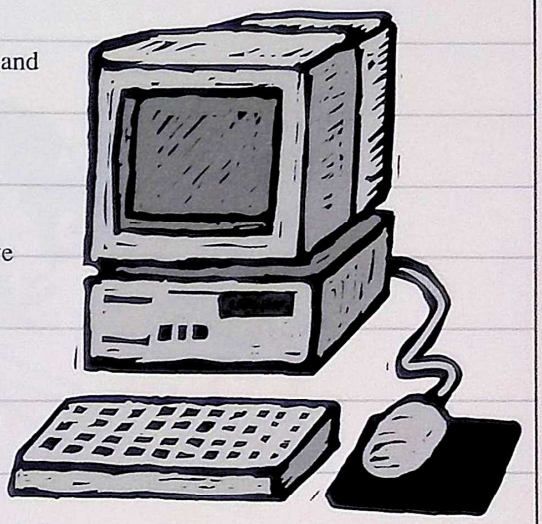
Integrating technology into the curriculum is a major project that requires hardware, software, technical support and professional development. The North Scott School District's Technology Plan, adopted in 1996, has provided the plan and resources to build the district's technology toolkit.

In 1999-2000 the district technology committee developed a list of minimum technology skills for all staff. During 2000-01 inservice will continue to be offered on these essential skills.

Teachers and members of the district technology committee have compiled specific methods of integrating technology into the various content areas.

Technology at North Scott

- 100 percent of classrooms connected to the Internet
- 23 computer labs
- There are 752 computers in the district (316 at the elementary level and 436 at the secondary level)
- 100 percent of classrooms have a computer
- 100 percent of North Scott teachers have an e-mail address
- K-12 Student Information System used district-wide
- Financial software program used by Central Office
- Personnel software system used by Central Office and administrative staff
- North Scott district web site www.north-scott.k12.ia.us



TRANSPORTATION DATA

- Total route and miscellaneous miles traveled annually: 403,355
- Total transportation operating costs: $905,361
- Average cost per mile traveled: $1.71
- Average number of students transported: 2,013
- Average cost per student for transportation: $342.13
- Number of buses owned: 37

OUR STAFF

Total number of employees: 405

Includes full-time and part-time employees

Classified Staff: 173

Includes teacher aides, secretarial and clerical staff, bus drivers and mechanics, custodial/maintenance staff, food service staff, print shop staff, grounds staff.

Teaching Staff: 219

Includes teachers, nurses, library media specialists, counselors.

Administration: 13

Includes principals, associate principal, activities director, curriculum director and central office administrators.

Teacher Qualifications:

Number of teachers	212
Certified teachers	100%
Percentage with bachelor's degree	100%
Percentage with master's degree	29%